The Elizabeth Garrett Anderson Programme –
Leading Care II & MSc in Healthcare Leadership

Tutor Role

The programme: The Elizabeth Garrett Anderson - Leading Care II - is a 24 month accredited leadership development programme for people working in healthcare who are looking to progress their career, and:

- whose next role is likely to be a senior leadership role in the health sector where they will lead people who themselves manage teams of their own, or lead people who themselves manage complex projects, services or systems of care
- have not had any intense, formal management or leadership development, but who are already leading teams of service leaders / complex services and systems of care and want development support to improve their leadership practices; or
- are newly appointed to a role whereby their primary training as a clinician needs to be matched with their ability to lead and develop services and staff.

Successful completion of the programme will lead to an NHS Leadership Academy Award in Senior Healthcare Leadership and an MSc in Healthcare Leadership; a joint award from the Universities of Birmingham and Manchester.

There are eight modules on the programme with modules one to six focusing on self, team and organisational development combining theoretical perspectives with practical work-based application. Modules 7 and 8 support the design and delivery of a healthcare leadership case study. The Anderson programme is a blended learning programme with approximately 85% being delivered on-line and 15% being delivered through face to face interventions: Leeds based residential workshops; regionally facilitated action learning sets.

Participants join the programme in cohorts of 48. Each cohort is supported by three tutors and each tutor is responsible for a tutor-group of 16 participants. The tutor groups are further split into two groups of eight for action learning.

Summary of Role

Tutors roles are managed from both Manchester Business School and the Health Services Management Centre at the University of Birmingham. We expect tutors to be employed at one or other of the two institutions.

You will work and communicate closely with colleagues, as part of a small team of three Tutors throughout the programme, liaising with other colleagues from KPMG, National Voices and Line Communications in order to effectively co-deliver the programme as a whole.

You will provide leadership development education that is situated in understanding health and social care contexts, management landscapes and culturally diverse communities, and the challenges and debates relating to the delivery of care quality and patient experience where people – whether staff or service users and carers - come from diverse ethnic, cultural, work and learning backgrounds.

You will offer high quality and sustained contributions to progressive and developmental learning and contribute to the management and administration of programme activities as required.

You will participate in regular supervision, team meetings, departmental meetings and training and development opportunities, as required.
The tutor role: The Anderson Tutor role is multi-faceted and combines the following core tasks:

1. **Delivery of Face to Face Workshops:** There are four face-to-face workshops for each programme cohort of 48, all of which are residential (generally starting on a Tuesday), and will normally take place in Leeds. Each cohort will have three tutors who, together with colleagues from KPMG and National Voices, will facilitate the workshops. All workshops will be fully designed, but will require the three cohort tutors and colleagues to read through the materials and meet to plan and agree how this will be delivered. All workshop materials can be accessed on-line via the tutor resources on the Virtual Campus.

2. **Facilitated Action Learning Sets:** Your tutor group comprises 16 participants. This group is divided into 2 action learning sets of 8 participants. The Action Learning Sets (ALS) are held regionally, in the workplaces of programme participants. They are designed as self-directed spaces in which participants are responsible for organising and directing their own learning. This is in order to understand and experiment with the links between individual, group and organisational dynamics and ensure that they equip themselves with the practical skills needed to craft their leadership role, style and skills in their workplace.

3. **On-line facilitation of learning:** As a tutor you will be responsible for regular on-line facilitation for around 6 hours each week. This will include facilitation of on-line discussions, group and individual tutorials, work-based evidence, marking assignments, as well as monitoring attendance and learning tasks. You will be assigned a tutor-group of 16 participants at the outset of the Programme. You will initiate 4 individual and 5 group tutorials over the duration of this programme. These are timetabled in particular weeks, but the day and time of tutorials (including evenings and weekends) will be mutually agreed with groups/individuals. Your responsibilities as an ‘academic’ tutor are:
   - to monitor, inform and discuss participants’ progress to date;
   - to assist participants to think through any academic, work-related or personal issues they currently face, and provide appropriate guidance and support;
   - to sign-post participants to any relevant university support mechanisms e.g. disability, library, student reps; and
   - to identify actions that may need to be taken on the basis of evaluations of their academic or pastoral progress.

4. **Assessments**
   All assessments take place on-line including marking and feedback. During the programme, participants will submit a number of assignments as follows:
   - Modules 1 & 6: 1500 word critical assignment + 1 work based assignment
   - Modules 2 & 5: 2000 word critical assignment + 2 work based assignments
   - Modules 3 & 4: 3000 word critical assignment + 3 work based assignments
   - Module 7: 3,000 word dissertation proposal
   - Module 8: 10,000 word Healthcare Leadership case study (dissertation)

5. **Dissertation supervision and marking**
   Your role is to support and guide participants through the dissertation process. This will include helping participants to focus their study and formulate clear dissertation objectives; advising participants on the scope, methodology and structure of their dissertation; advising on the various stages of the research process such as literature reviewing, data collection analysis and presentation and giving feedback on draft work.

6. **Supervision, Training and Development**
   You will participate in regular supervision, team meetings, departmental meetings and training and development opportunities, as required

7. **Other duties**
   You will perform any other duties identified as necessary to be able to fulfil this position as required.
Person Specification

The role is multi-faceted making it an exciting and challenging role to take up. We are looking for talented, motivated and energetic individuals who can demonstrate the different skills required in this role with competence and confidence. We expect all tutors to fulfil all aspects of the job role outlined and we also recognise that some individuals will inevitably possess more experience in delivering some elements of the role than others. A five day tutor development programme is delivered to all tutors before the formal start of the programme. The training includes technical training in the use of the Virtual Campus, an introduction to the programme and academic tutor role and training to support the development of dynamic facilitation skills.

To carry out the requirements of the tutor role you should possess the following:

Qualifications

- A relevant MSc/MA

Knowledge

- A good understanding of the health and social care policy and management landscape and of the challenges and debates relating to the delivery of care
- A good understanding of the principles and practice of action learning
- Some awareness of leadership theories, concepts and models
- Familiarity with development tools and giving feedback to individuals and groups

Development Skills

- The ability to model an approach of enquiry and reflexivity that invites dialogue, critical thinking, mutual reflection, feedback, challenge and support
- The ability to support an individual’s learning through a range of teaching and learning methods including developmental workshops and action learning sets; telephone and face to face tutorials (individual and group); work-based learning; reflexive activities and on-line academic tuition
- The ability to draw on a broad repertoire of skills to support programme delivery and holistically inform your educational and developmental practices
- Demonstrate an ability to effectively plan, structure, facilitate and evaluate a range of activities in a range of situations intended to achieve the agreed purpose, including developmental workshops and action learning sets
- Demonstrate an ability to work effectively with diversity and difference to facilitate the full participation of all learners

Other skills

- The ability and willingness to work with participants from diverse ethnic, cultural, work and learning backgrounds
- The willingness and ability to work within cohort teams and other colleagues to support the delivery of the programme
- The ability to use on-line learning technology to support programme delivery
- Excellent written and communication skills

Experience

- Of health or social care and the health sector
- Credibility with aspiring senior leaders in the NHS
- Experience of or willingness to learn marking and giving appropriate and personalised feedback at postgraduate level
- Experience of supervising dissertations at postgraduate level is desirable
Other

- A commitment to the aims, values and educational design/ethos that underpin the design and the delivery of the programme.
- Engage in external quality assurance activities related to teaching, e.g. external examining and NHS Leadership Academy evaluation.
- Contribute to the development of new and appropriate approaches to developmental learning activities including educational workshops, consultation groups and action learning sets.
- Act as adviser for leadership development teaching and learning methods through excellent practice and mentoring of other colleagues.
- An understanding of and commitment work to the University’s Equal Opportunities policies and practices.
- Work to tight deadlines without compromising on quality of outputs
- Commitment to engage in training and development opportunities offered as part of the tutor induction programme
- Work from home
- Willingness and ability to travel and stay overnight to deliver the face to face elements of the programme and to engage in training and development opportunities